DOCUMENT RESUME

ED 067 969 HE 003 379

AUTHOR	Landry, James A.; Sedlacek, William E.
TITLE	A Profile of University of Maryland (College Park) Undergraduates 1971-72.
INSTITUTION	Maryland Univ., College Park. Counseling Center.
PUB DATE	[72]
NOTE	12p.; Research Report 6-72
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*College Students; *Higher Education; *Student Attitudes; *Student Opinion; *Student Problems

ABSTRACT

The responses of 15,357 undergraduates at the University of Maryland, College Park, to the University Student Census are summarized in this study. Results indicate students felt the hardest part of adjusting to college life is selecting a major field of study or career. The census also reported results concerning: part-time jobs; residence; reasons for attending the University; attitudes toward courses and classroom organization; Student Government Association representation; need for vocational counseling; black representation on campus; student demonstrations; university day care center; and important societal issues. (Author/CS)

ED 067969

COUNSELING CENTER

Office of Vice Chancellor for Student Affairs

UNIVERSITY OF MARYLAND

College Park, Maryland

HE 003 379

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRO
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIG
INATING IT. POINTS OF VIEW OR OPIN
IONS STATED DO NOT NECESSARILY
REPRESENT OFFICIAL OFFICE OF EDU
CATION POSITION OR POLICY

ED 067969

A PROFILE OF UNIVERSITY OF MARYLAND (COLLEGE PARK) UNDERGRADUATES 1971-72

James A. Landry and William E. Sedlacek

Research Report # 6-72

Summary

The responses of 15,357 undergraduates at the University of Maryland, College Park, to the University Student Census are summarized in this study. Results indicate students felt the hardest part of adjusting to college is selecting a major field of study or career; 51% of the undergraduates held part-time jobs and worked an average of 15-19 hours per week, for which they earned $30-39 per week. Students mostly live with their parents (32%), in University residence halls (29%), or rent, own or share an apartment (18%). Students attend the University primarily because of its academic program (25%), geographical location (24%), and because it is relatively inexpensive (24%). 29% of the students felt their courses were stimulating and exciting and 30% felt there was relevant classroom discussion. 29% of the students preferred small group classes and 25% felt smaller classes were the biggest change needed at Maryland. 17% felt that the Student Government Association adequately represented them. Students felt most in need of vocational counseling (37%). 31% of the students felt the University should actively recruit blacks, and 37% did not know why few blacks attend the University. 53% felt student demonstrations were not a waste of time, and 52% favored a University sponsored Day Care center for preschool children. Students felt the most important issues for society to resolve were ecology/pollution (28%), the Vietnam war (23%), racism (13%) and poverty (13%).

The University of Maryland, College Park, enrolled 27,681 full time undergraduates in fall, 1971. Included in that number were 15,357 (56%) males and 12,324 (44%) females. New freshmen accounted for 5,434 (20%) students, of which 2,777 (51%) were males, and 2,657 (49%) were females. Most freshmen were in-state students, 4,627(85%) as opposed to out-of-state, 769 (14%), and 1% foreign students. There were 2,169 new transfer students; 1,062 (49%) were from Maryland junior colleges, of which 711 (67%) were men and 351 (33%) women; the remaining 1107 (51%) transferred from other colleges and universities, with the division between men and women being 546 (49%) and 561 (51%) respectively.

The 1971 University Student Census (USC) was administered by the Counseling Center during summer and fall registration to 15,815 (57%) of the full-time undergraduates. 34% were freshmen, 29% sophomores, 26% juniors and 10% seniors. The relatively low percentage of seniors was due to pre-registration procedures. 44% of the USC respondents were females and 56% were males. Throughout this report percentages will not add to 100% due to rounding and to students' marking "Other," which was an option for each item on the USC.

I. General Description of Maryland Students*

Students viewed the hardest part of adjusting to college as: Selecting a major field of study and/or a career (18%), studying efficiently (17%), budgeting time (16%), and earning satisfactory grades (11%). Only 2% indicated that deciding whether (or how much) to get involved in campus dissent was a difficult adjustment. Males and females gave similar responses except males (13%) felt more that earning satisfactory grades was a more difficult adjustment than females (10%).

51% of the undergraduates indicated that they held a part-time job, while another 14% were actively seeking such a job. Students worked an average of 15-19 hours and earned an average of $30-39 per week on these jobs. There were more

* Items 2, 41,42,43 and 45 of the USC are discussed in this section.

males (56%) employed part-time than females (46%). However, 22% of the females hope to find work while only 18% of the males not working planned to seek out part-time employment. Males and females earned about the same amount of money on their jobs. 30% of the total undergraduates were somewhat uncertain as to vocational goals. However, an almost equal number (31%) were quite certain, and 14% had clearly fixed vocational goals. The same percentage of freshmen as seniors (13%) were quite uncertain, but 20% of the seniors had clear vocational goals, while only 11% of the freshmen indicated this. Females appeared less uncertain (29%) than males (31%), and, again, in that 17% of the females felt that they had clear vocational goals compared to 12% of the male respondents.

There are some significant differences as to where students indicated they' would be living. The table below (Table 1) gives a breakdown in terms of all undergraduates, freshmen, seniors, male and female.

Table 1.

Item 43: Where will you be living this semester?

	Total %	Freshmen %	Senior %	Male %	Female %
A. Parents' or guardian's home	32	43	22	32	31
B. Other relative's home	2	2	3	3	2
C. Off campus room	6	7	6	7	4
D. Rent, own or share apt.	18	11	32	20	15
E. Fraternity or sorority house	6	3	7	5	6
F. University dormitory	29	28	17	25	31
G. Veteran's family unit	--	--	--	--	--
H. Own or rent a house	4	1	9	4	3
I. Other	3	4	4	3	7
Total*	100%	99%	100%	99%	99%

* Totals do not add to 100% due to rounding.

II. Views of the University*

Undergraduates cited the fact that they attended the University of Maryland because of the academic program it offered (25%), its geographical location (24%), and because it was relatively inexpensive (24%). 5% indicated the reason being friends or relatives currently attended, 3% because freinds or relatives previously attended, 3% because they did not get accepted elsewhere, and 1% because a counselor or teacher suggested the University. The incoming freshmen only varied slightly in all categories from all undergraduates, with the highest percentage being 29% indicating that the kind of of academic program they wanted was the main reason they attended Maryland.

Only 24% of the undergraduates agreed that students have ample opportunity to participate in University policy making, 35% disagreed, 35% were neutral. On the question of whether the University should suspend students who disrupt the normal operation of the University, 39% agreed that should be so, 30% disagreed, and 22% were neutral. Students were pretty evenly divided in responding to the statement that channels for expressing student complaints are readily available; 31% agreed, 29% disagreed and 35% were neutral. A greater number of students (31%) felt that the University of Maryland is a better University than it was a year ago. Only 12% didn't feel that was true and 50% were neutral.

Many more freshmen (52%) indicated they felt a part of the student body than seniors (42%). Only 17% of all undergraduates indicated they did not feel a part of the student body, while 49% indicated they did. More than half (51%) of the students felt that students at the University are not less responsible than they used to be, while 32% were neutral and 12% disagreed.

69% of the freshmen felt that the University should not admit any high school graduate in the State who applies compared to 23% of the seniors. Among all undergraduates, 64% felt that the University should not admit all high school graduates.

*Items 10,11,12,13,20,23,30A,33 are discussed in this section.

III. Opinons on Academic Life*

29% of all undergraduates agreed that their courses were stimulating and exciting, while 32% disagreed and 35% were neutral. Females (31%) agreed more than males (26%).

Whether instructors allow time in class for relevant discussion was responded to as follows: 30% agreed, 42% were neutral, and 22% disagreed. There were also many students (45%) neutral on whether it is desirable to allow faculty to specialize in teaching, research, or service to the exclusion of the others. 21% agreed with the above statement, while 28% disagreed. 29% of the total sample had a preference for group study (small group) as a kind of learning experience, 15% preferred large group lectures once a week combined with small group sessions with teaching assistants, 14% preferred seminars, 12% lectures, 11% independent study under the direction of a professor, 7% laboratory work, 4% TV lectures, and 4% no classes, but read and talk with others and take exams periodically.

Freshmen differed from other classes on their feelings of how much faculty advisors, teaching faculty and administrators at the University"act like they really care about students."

Table 2.

	Faculty Advisors Care		Teaching Faculty Care		Administrators Care	
	Freshmen %	Upperlassmen %	Freshmen %	Upperclassmen %	Freshmen %	Upperclassmen %
Strongly Agree	10	5	5	4	4	3
Agree	43	31	30	33	28	18
Neutral	30	30	45	32	45	38
Disagree	9	21	10	18	12	22
Strongly Disagree	3	11	2	9	3	14
Other	5	2	8	3	7	4
Total**	100%	100%	100%	99%	99%	99%

*Items 5,7,8,9,16,21,24,25,26,29,31,36 are discussed in this section

**Totals do not add to 100% due to rounding.

46% of the seniors agreed that during office hours most instructors are readily available for unscheduled student conferences, while 22% disagreed. 38% of the total sample agreed with the statement, 35% were neutral, and 21% disagreed. Only 8% of those undergraduates that took the USC disagreed that programs should be set up by which supervised community service would earn academic credit; 65% agreed with the assertion and 24% were neutral.

Students seemed to agree (57% to 25%) that physical education and health requirements should be dropped, allowing the courses for academic credit as electives. 15% were neutral on this question. Only 20% of the students agreed that "the College Park campus should concentrate on instructional programs for upper division and graduate students," 37% disagreed and 39% were neutral. However, among all undergraduates there was a preference for divisional or college libraries compared to a general library on campus as indicated by 41% agreement and 25% disagreement, with 30% neutral.

IV. Non-Academic Life*

54% of all students agreed there is need for a Human Relations office, while only 8% disagreed. Maryland students (77%) agreed the University "should provide regular voter registration tables and voter information for students." 4% disagreed, with only 16% neutral.

60% of the respondents agreed that students in each of the University's residence halls should decide all of their own rules of conduct; 18% disagreed; and 20% were neutral. A larger percentage disagreed than agreed (34% to 17%) that the Student Government Association adequately represented them. 43% were neutral to the statement.

When asked what type of counseling and/or educational services they are most interested in, students said, "Counseling regarding vocational and educational plans," (37%); "Counseling regarding emotional or social concerns"(11%), and

* Items 3,,17,22,27,28, 32 are discussed in this section.

"improving reading skills"(11%). 14% claimed they were not interested in the above services at this time. 18% of the freshmen were interested in learning to study more efficiently as opposed to 14% of the total sample. Males and females were fairly close in responding, except that 42% of the females expressed interest in counseling regarding vocational and educational plans, while only 33% of the males so indicated.

31% of the undergraduate respondents to the USC agreed with the statement "The University listens to student complaints but does not do anything about them," while 50% disagreed, and only 7% were neutral.

There was strong support for the University to sponsor a Day Care center for preschool children, but results varied by sex of respondents (see Table 3). The table below indicates responses.

Table 3.

Item 17: The University should sponsor a Day Care center for preschool children.

	Undergrad %	Male %	Female %
Strongly Agree	18	5	23
Agree	34	33	38
Neutral	32	36	27
Disagree	9	14	7
Strongly Disagree	4	5	2
Other	2	5	2
Total*	99%	98%	99%

* Totals do not add up to 100% due to rounding.

V. Racial Attitudes*

Freshmen indicated slightly stronger agreement than the total undergraduate sample (31% vs. 29%) to the statement that the University should actively recruit black students. 33% of the freshmen disagreed, while 33% remained neutral. 37% of all the undergraduates disagreed and 31% were neutral.

53% of the students felt they would like to see direct bus service from downtown Washington to the campus, while only 40% agreed such a service would be useful from downtown Baltimore. Eight and nine percent disagreed with providing such services, while 37% and 47% remained neutral on the issues respectively.

37% of the students felt they didn't know the main reason why there are so few black students at the University of Maryland, College Park; 18% felt that blacks prefer to go to black colleges; and 13% indicated that the University's racist image discourages blacks. Only 7% felt that the University's racist practices discourage blacks from coming, and 6% claimed the University discourages them from coming because of its tough academic reputation.

There was no strong agreement as to the best way for the State of Maryland to provide higher education for blacks and whites. 24% selected the alternative "Improve the quality of predominantly black colleges in the State to bring them up to the level of the University;" 23% said, "Let things happen naturally with no further program;" 23% merely claimed, "Other;" 18% saw "Work actively to draw whites to predominantly black colleges and blacks to predominantly white colleges," as the best alternative; and 6% felt a certain percent of whites and blacks should be required at each college.

Students seemed to feel that black students are friendly to whites and vice versa as indicated in Table 4. 54% of all students felt there should be a Human Relations Office on campus, while only 8% disagreed.

* Items 4,6,14,15,18,19,34,35 are discussed in this section.

Table 4.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Other
Whites are friendly to blacks	4	38	38	13	3	4
Blacks are friendly to whites	4	39	33	15	5	4

VI. General Attitudes*

Only 18% of all undergraduates agreed that demonstrations on controversial issues are a waste of time. Fifty-three percent disagreed with that notion, with 25% neutral.

Males (32%) felt that acquiring skills directly applicable to a career was their most important current educational objective. While women also rated this highest (23%), they also felt (21%) intellectual interests and appreciation of ideas were important; only 15% of the males claimed this to be so. Both males (17%) and females (18%) saw direction for a career or life's work as important.

When asked "What contributed most to your own development during the past year," friendships made (21%) rated highest among all students. Females more often selected friendships (26%) than males (17%). Among all students course work (13%), social life (12%), job experience (12%), individual or independent research study (11%) were also chosen relatively often. Contacts with faculty members (4%), work with a group that is not involved with social or political action (5%), and work with a social or political action group (6%) rated lowest.

25% of all students felt if they could make one change in the University it would be for smaller classes. An Experimental College for innovative curricula and teaching methods (20%), better teachers (11%), and pass-fail grades in all courses (11%) were also chosen frequently as possible changes.

* Items 30,37,38,39,40,44 are discussed in this section.

The two lowest priorities were more black and minority students (4%) and more interesting student activities planned on campus (4%).

When all students were asked, "Which characteristic best predicts how well you are doing in school?", the following results were obtained:

Table 4.

Best Predictor	% Undergraduate Responses
Self confidence	21
Sticking to a job	19
Self control	17
Independence	14
Friendliness	6
Other	23
Total	100%

As to which issue was most important for society to resolve, students chose:

Table 5.

Currently most important issue for society to resolve:

Issue	Total Undergraduate %	Freshmen %	Males %	Females %
Racism	13	14	13	12
Poverty	13	12	12	14
Vietnam War	23	25	21	25
Sexism	2	1	2	2
Ecology/Pollution	28	28	28	27
Draft	3	3	4	2
Economy	8	6	8	7
Radicalism	2	2	2	1
Other	8	7	9	8
Total	100%	98%	99%	98%

Totals do not add to 100% due to rounding.